🟢 Achieved and completed   🔵 Making progress   🟡 Underway   🔴 Scoping still to be done

STRATEGIC INTENT: Belonging (Whānau)

GOAL 1: We will nurture ākonga to be confident, capable, and successful learners who are secure in their identity, charism, and have a strong sense of belonging in their school community.

KEY DEVELOPMENT AREAS	KEY ACTIONS	STATUS	TIME FRAME	RESPONSIBILITY
1.1 To provide opportunities to encounter Christ through scripture, the sacraments, and service.	• Strengthen student, staff, and family connections to their local parish.	◯	2024	SLT DRS
	• Identify students who have not yet received sacraments and connecting them to their local parish sacramental programmes.	◯		DRS Assist DRS
	• Seek feedback on effectiveness of both Retreats and staff Special Character PD with an evaluative lens.	◯		DRS Assist DRS
	• Evaluate and plan our service and outreach model to ensure it is effective and sustainable for our own local community.	◯		DRS Assist DRS
	• Provide opportunities for Board members to grow in understanding what contributes to upholding the school's Special Catholic Character.	◯		Principal DRS

| | | Spaces for Special Character contemplation (prayer room/space) are investigated and identified and maintained for the purpose they provide. | ◯ | | Principal/DRS |

REVIEW 1.1

	KEY DEVELOPMENT AREAS	KEY ACTIONS	STATUS	TIME FRAME	RESPONSIBILITY
1.2	To strengthen pastoral care, and nurture healthy and respectful relationships that support and promote wellbeing for all.	• Establish and provide support to a new pastoral structure: *Navigation Time*. • Develop tuakana teina model of peer mentoring. • Development of House System to enhance student sense of belonging. • Evaluate current wellbeing and pastoral provisions across the school to inform the development of a school-wide Wellbeing Framework. • Participation data is analysed and compared with previous levels.	◯ ◯ ◯ ◯ ◯	2024	SLT Kaihautu Kaiurungi

REVIEW 1.2

	KEY DEVELOPMENT AREAS	KEY ACTIONS	STATUS	TIME FRAME	RESPONSIBILITY
1.3	To grow in knowledge and understanding through recognition and valuing of our rich diversity of cultures.	• Develop our relationship with Ngai Tai ki Tamaki as our local iwi, engaging in positive interactions and having greater engagement.	◯ ◯	2024	SLT Te Pou Arataki Teaching Staff

			STATUS		
		• Create opportunities to give recognition to all cultures reflected in our school community.	◯		
		• A culturally-responsive focus is embedded within all masses.	◯		

	KEY DEVELOPMENT AREAS	KEY ACTIONS	STATUS	TIME FRAME	RESPONSIBILITY
1.4	To implement Matauranga Maori - using kawa (cultural practices) and tikanga (cultural principles) to critique, examine, analyse and understand the world - in all schemes of work.	[consult with Te Pou Arataki] • Integrate te reo into newsletters, website and school signage.	◯ ◯	2024	SLT HODs Te Pou Arataki Teachers

REVIEW 1.4

● Achieved and completed　　● Making progress　　● Underway　　● Scoping still to be done

STRATEGIC INTENT: Growth (Tupu)

GOAL 2: We will create purposeful and personalised learning opportunities that grow and empower ākonga, enabling them to reach their full potential and aspirations, in order to enjoy successful and fulfilling lives.

	KEY DEVELOPMENT AREAS	KEY ACTIONS	STATUS	TIME FRAME	RESPONSIBILITY
2.1	To promote the principles of Universal Design for Learning (UDL) to accommodate the needs and abilities of all learners.	• PLD ensures all teachers understand the main principles of UDL.	◯	2024	SLT HODs
		• PLD ensures all teachers utilise UDL practices in their teaching approaches, including: learners accessing and participating in meaningful and challenging learning opportunities based on the principles of engagement (the "why"), comprehending the information (the "what"), navigating their learning environment, and expressing what they know as a result (the "how").	◯	Terms 1-3	HODs Teaching Staff
		• Teachers use flexible approaches to enable learners to have choices in their learning that will allow them to meet their specific learning needs.	◯	2024	HODs Teaching Staff
		• A variety of differentiated activities are provided so students can personalise their learning.	◯	2024	Teaching Staff
REVIEW 2.1					

	KEY DEVELOPMENT AREAS	KEY ACTIONS	STATUS	TIME FRAME	RESPONSIBILITY
2.2	To use culturally responsive and sustaining pedagogical approaches that enable learning to occur in rich, culturally responsive ways.	• Utlising learning from the Tapasā PLD programme, teachers are able to better engage Pacific learners. • All teachers complete an inquiry that utilises learning from PLD programme.	○ ○	2024 2024	SLT & HODs Te Pou Arataki Teachers Teachers
REVIEW 2.2					

	KEY DEVELOPMENT AREAS	KEY ACTIONS	STATUS	TIME FRAME	RESPONSIBILITY
2.3	To utilise the opportunities provided by the implementation of *Te Mātaiaho* and the NCEA Refresh to redesign courses and schemes of work which connect all ākonga to essential pedagogies *(caring for learners and their learning; connecting learning to each learner; building power-sharing partnerships; being urgent about progress and designing for inclusion through authentic learning contexts, integrated projects and cross-curricular opportunities which reflect real-life and integrated projects/cross-curricular opportunities).*	• Teachers write or re-write schemes of work which better reflect effective pedagogical practices as outlined in *Te Mātaiaho.* • Authentic learning experiences are utilised in a cross-curricular project at Year 9 across all curriculum areas.	○ ○	2024 Term 2	SLT HODs Teachers All teachers

REVIEW 2.3

	KEY DEVELOPMENT AREAS	KEY ACTIONS	STATUS	TIME FRAME	RESPONSIBILITY
2.4	To embed and sustain a culture of personal excellence and growth for every learner.	• Tracking of progress is transparent, shared between kaiurungi, ākonga and whānau to enable ākonga to have agency over personal progress and growth.	○	2024	SLT Kaiurungi Kaihautu

REVIEW 2.4

	KEY DEVELOPMENT AREAS	KEY ACTIONS	STATUS	TIME FRAME	RESPONSIBILITY
2.5	A mentoring programme will support the spiritual, academic, and personal growth needs of students.	• *Navigation Time* will provide a personalised approach to supporting the spiritual, academic, and personal growth of students.	○	2024	DP of Tchg/Learning Kaiurungi Kaihautu

REVIEW 2.5

	KEY DEVELOPMENT AREAS	KEY ACTIONS	STATUS	TIME FRAME	RESPONSIBILITY

2.6	Recognise Catholic citizenship as an integral part of a person's personal identity.	• *Navigation Time* will provide opportunities for ākonga to participate in community projects.	○	2024	Principal DRS/Assist DRS Teaching Staff
		• Students will self-evaluate their participation in events and projects which will be a part of re-designed reporting system.	○	2024	Kaiurungi
REVIEW 2.6					

ANNUAL PLAN 2024

● Achieved and completed   ● Making progress   ● Underway   ● Scoping still to be done

STRATEGIC INTENT: Connection (Hononga)

GOAL 3: We will build purposeful connections, partnerships and relationships that enable and support our ākonga to thrive.

KEY DEVELOPMENT AREAS	KEY ACTIONS	STATUS	TIME FRAME	RESPONSIBILITY
3.1 Ensure parents/whanau/significant adults are effective partners in ākonga learning journey.	• Parents/whānau/significant adults are well informed about their child's progress and achievement in easily understood language. • Build parent/whānau/significant adult confidence necessary to support their child's learning at home. • Be responsive in commitment to strengthening a constructive school and home partnership. • Engage with parents, whānau and school community about priorities aligned to *Te Mātaiaho*, the refreshed framework for the NZ Curriculum.	○ ○ ○ ○	2024	SLT Teachers
REVIEW 3.1				
KEY DEVELOPMENT AREAS	KEY ACTIONS	STATUS	TIME FRAME	RESPONSIBILITY

			STATUS	TIME FRAME	RESPONSIBILITY
3.2	To develop a localised curriculum in consultation with our school community that will increase and strengthen our wider community connections through learning and extra-curricular projects.	• Strengthen relationships with tertiary providers and Gateway pathways. • Respond to the uniqueness and diversity of Maori and Pasifika ākonga by engaging with parents to strengthen connections and further explore opportunities in response to their identities, languages, culture, and strengths.	◯ ◯	2024 2024	Careers Dpt SLT Te Pou Arataki
REVIEW 3.2					

	KEY DEVELOPMENT AREAS	KEY ACTIONS	STATUS	TIME FRAME	RESPONSIBILITY
3.3	To further develop a PR strategy which integrates establishment of an Alumni Association.	• Utilize the school alumni to benefit the Scholarship Programme.	◯	Terms 1-3	DP Senior
REVIEW 3.3					